DeAnza College

An Equity Framework:
Educational Master Plan 2015-2020
UPDATE 2019

OVERVIEW

This document, approved by College Council on Dec. 5, 2019, serves as an annual update to the De Anza College Educational Master Plan 2015-2020.

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De Anza College undertakes integrated planning that includes setting goals and understanding key demographics and variables, both internal and external, that affect the college. The following Student Characteristics and Key Data examine trends in student access, success, equity, basic skills and community engagement.

STUDENT CHARACTERISTICS, FALL 2018

- About 16% of De Anza students reside in the college's service area.
- 50% of De Anza students reside in San José, with 12% in Sunnyvale, 5% in Cupertino and 7% in Santa Clara.
- 43% of students are considered full-time, taking 12 or more units.
- 1,849 international students attend the college.
- 12% of students have already completed a bachelor's degree or higher.
- 50% of students identify as male.
- 66% of students are 24 years old or younger.

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* Institutional metrics

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## 1. Fall headcount continues to decrease

Fall headcount decreased by 6% from 2017 to 2018, declining from 20,792 to 19,606, and decreased by 16% over the past five fall terms (2014 to 2018), from 23,230 to 19,606.
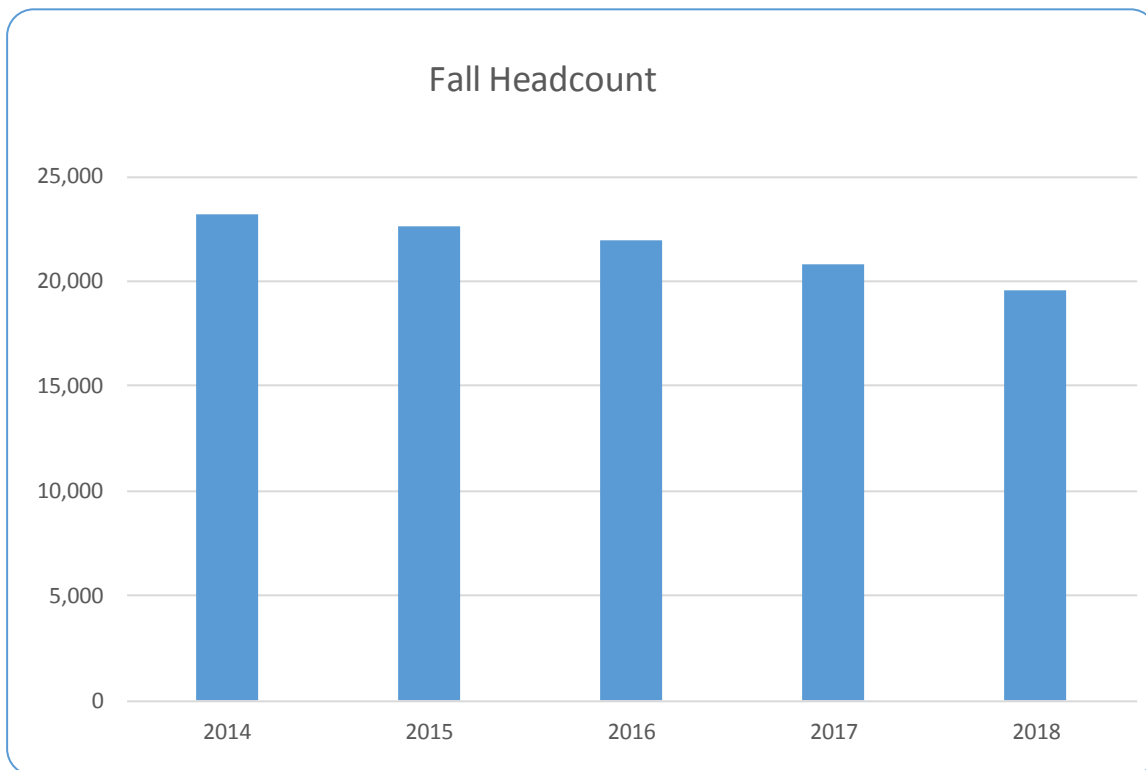
Source: De Anza College Office of Institutional Research and Planning

2. FTES enrollment continues to decrease

Full-Time Equivalent Student (FTES) enrollment declined from 17,069 in 2017-18 to 16,251 in 2018-19, or a 5% decrease. Over the past five years, FTES decreased 17% from 19,493 to 16,251.

Total Fiscal Year Full-Time Equivalent Students (FTES)
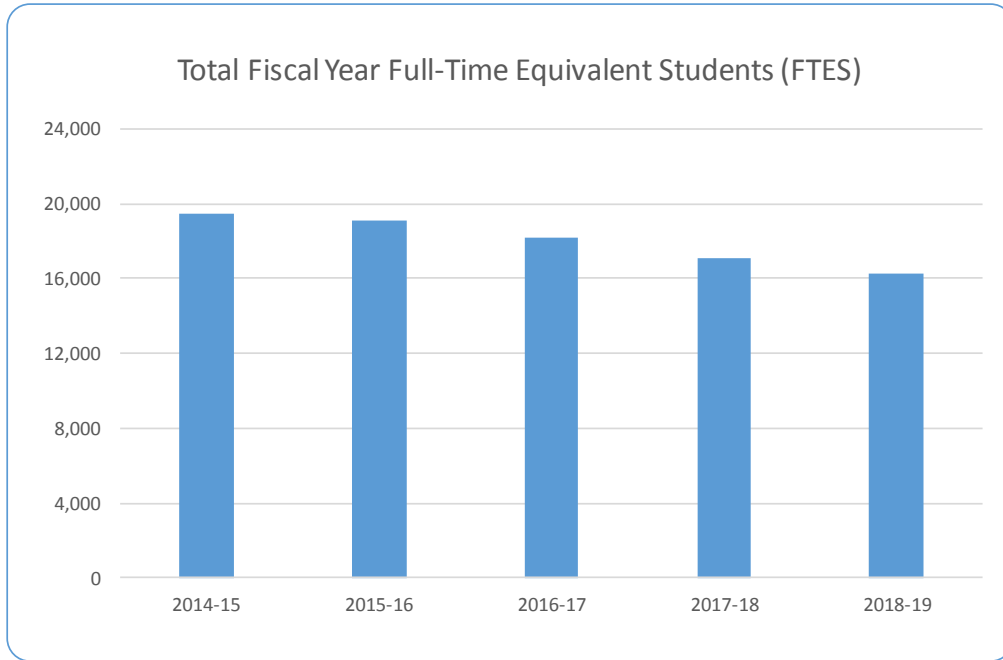
Source: Foothill-De Anza Community College District Office of Institutional Research and Planning

3. Santa Clara County's adult population grew slowly, while the percent enrolled at De Anza decreased slowly, consistent with enrollment trend
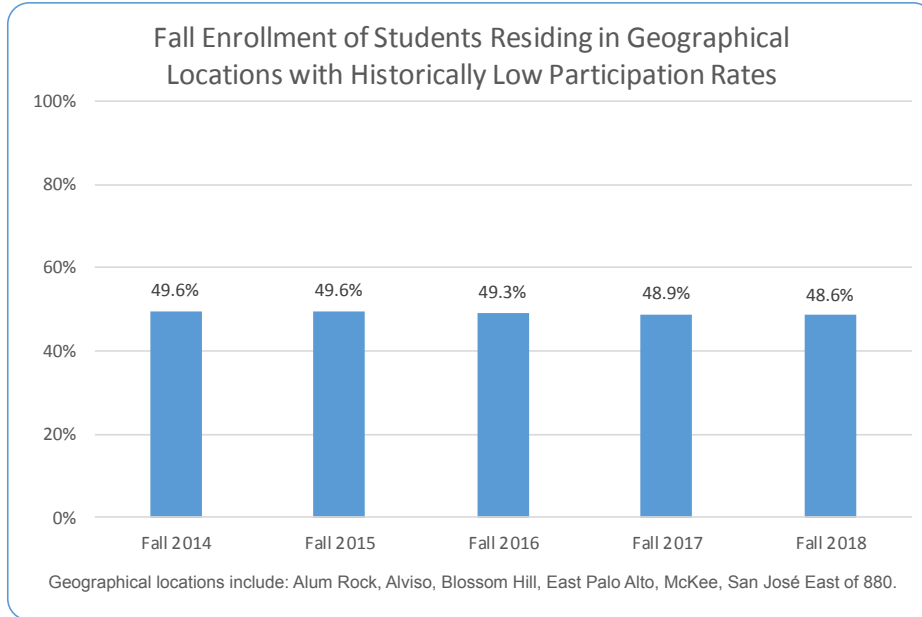
Enrollment in fall 2018 amounted to 1.3% of Santa Clara County's adult population. The rate decreased from 1.6% over the past five years.

Santa Clara County Adult Population and Percent Enrolled at De Anza

Santa Clara County Adult Population ■ ── De Anza Headcount as a % of County Adult Population
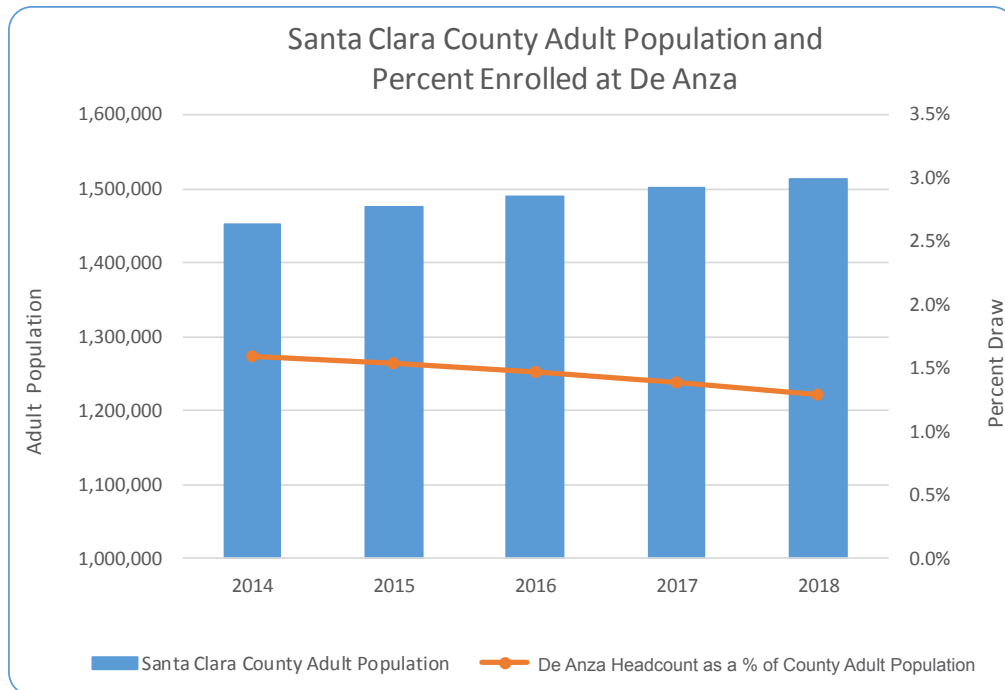
Sources: De Anza College fall 2018 census report; California Department of Finance

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4. Enrollment from geographic locations with historically low participation has remained steady, although overall enrollment is decreasing
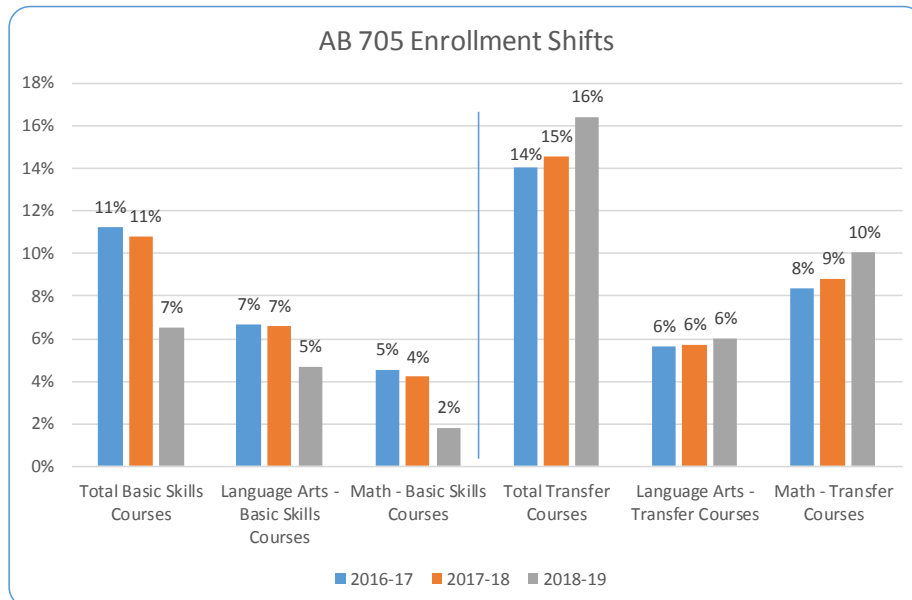
De Anza's institutional metric calls for 47 percent of fall enrollment to come from students residing in geographical locations with historically low participation rates. The current rate is 48.6%, while the five-year average is 49.2%.

Fall Enrollment of Students Residing in Geographical Locations with Historically Low Participation Rates

Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
49.6%	49.6%	49.3%	48.9%	48.6%

Geographical locations include: Alum Rock, Alviso, Blossom Hill, East Palo Alto, McKee, San José East of 880.

Geographical locations include Alum Rock, Alviso, Blossom Hill, East Palo Alto, McKee and San José east of I-880
Source: De Anza College Office of Institutional Research and Planning

5. New policies under AB 705 have led to more students being placed directly into transfer-level English and Math
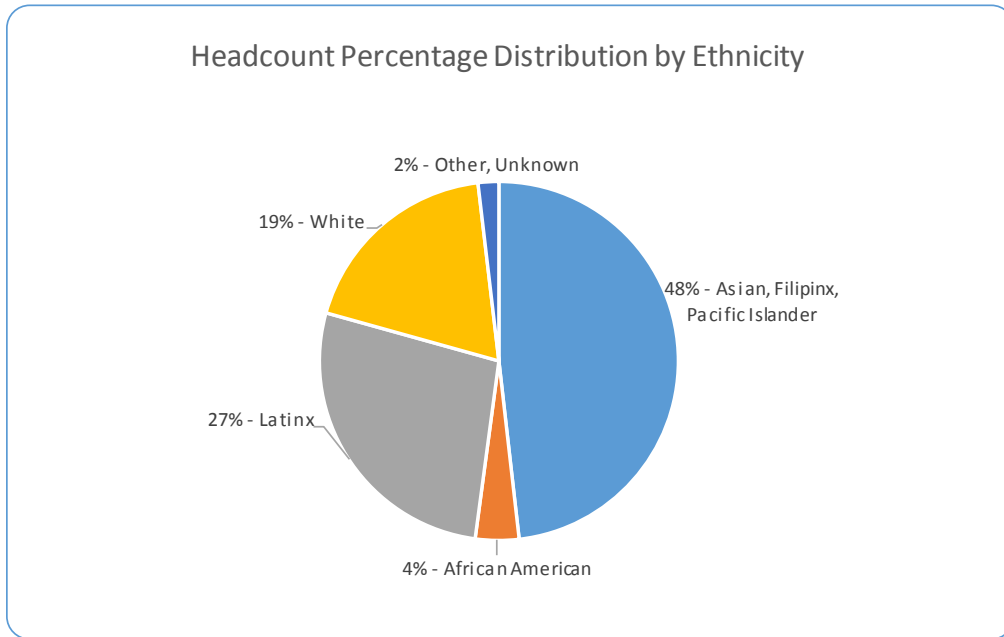
While 11% of De Anza students were enrolled in basic skills classes in 2016-17, the rate dropped to 7% in 2018-19. Language Arts basic skills enrollment dropped from 7% of total enrollment to 5%, but has remained at 6% of total transfer-level enrollment. Math basic skills enrollment dropped from 5% of total enrollment to 2%, and transfer-level enrollment grew from 8% to 10% of total enrollment.

AB 705 Enrollment Shifts

	Total Basic Skills Courses	Language Arts - Basic Skills Courses	Math - Basic Skills Courses	Total Transfer Courses	Language Arts - Transfer Courses	Math - Transfer Courses
2016-17	11%	7%	5%	14%	6%	8%
2017-18	11%	7%	4%	15%	6%	9%
2018-19	7%	5%	2%	16%	6%	10%

Source: De Anza College Office of Institutional Research and Planning

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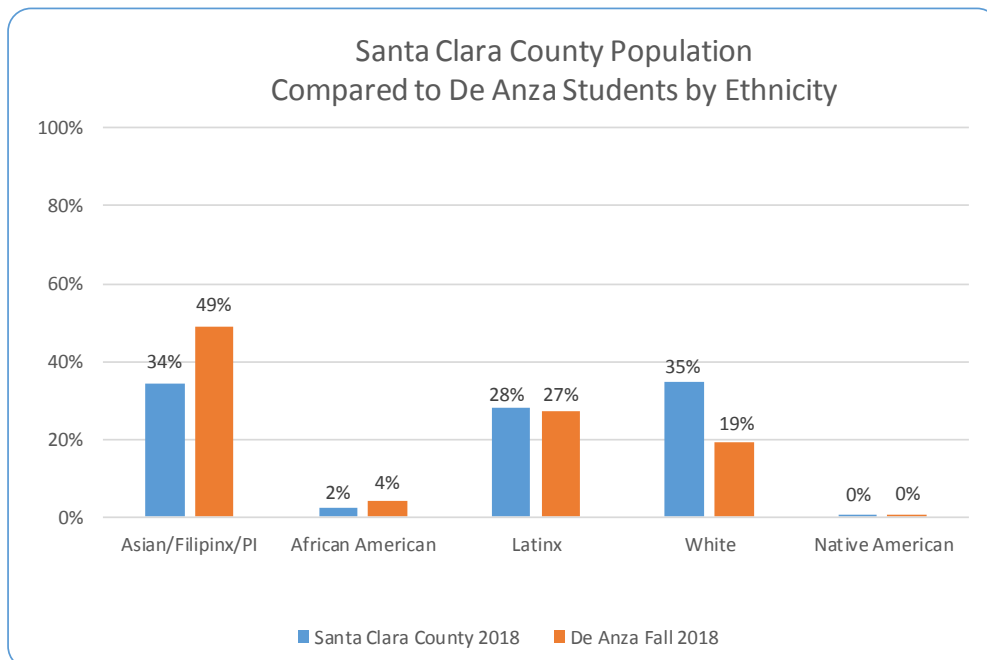## 6. Enrollment continues to reflect a very high rate of ethnic diversity

Students identifying as Asian American, Filipinx or Pacific Islander represent 48% of the fall 2018 enrollment, up 1 percentage point from fall 2017. Latinx students were 27% of total enrollment, down 1 percentage point from fall 2017. The African American population remained stable at 4%.

Headcount Percentage Distribution by Ethnicity

- 2% - Other, Unknown
- 19% - White
- 48% - Asian, Filipinx, Pacific Islander
- 27% - Latinx
- 4% - African American

Source: De Anza College Office of Institutional Research and Planning

7. De Anza's student population is more ethnically diverse than Santa Clara County
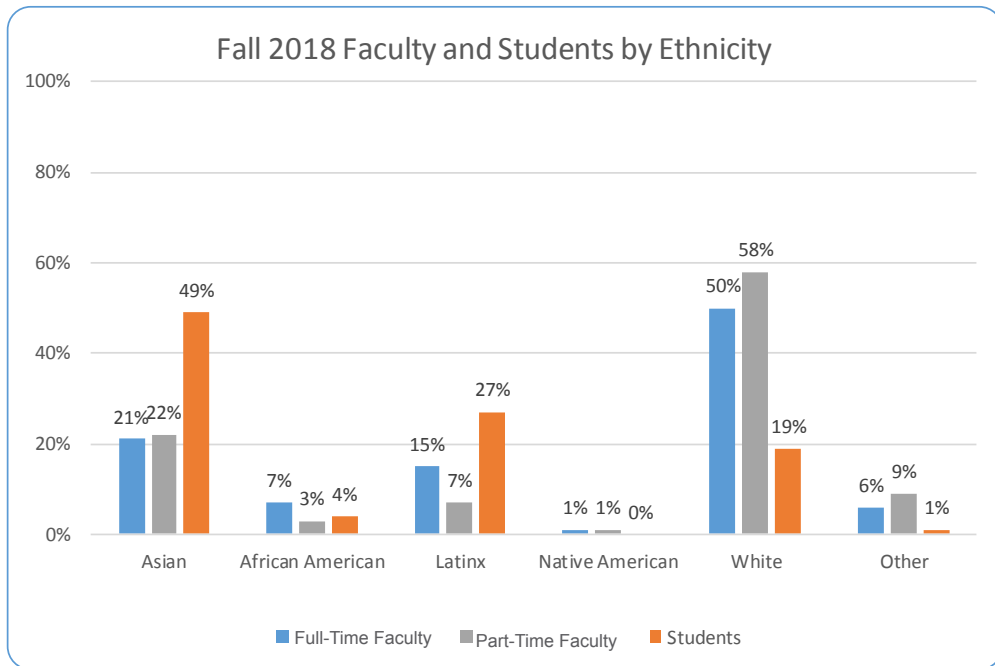
In 2018, De Anza students identifying as Asian American, Filipinx or Pacific Islander enrolled at a rate that is 15 percentage points higher than those groups are represented in the county population. Enrollment by African American students was 2 percentage points higher than the percentage of county residents who are African American. Enrollment by Latinx students was close to the same rate as the percentage of county residents who are Latinx.

Santa Clara County Population Compared to De Anza Students by Ethnicity

Ethnicity	Santa Clara County 2018	De Anza Fall 2018
Asian/Filipinx/PI	34%	49%
African American	2%	4%
Latinx	28%	27%
White	35%	19%
Native American	0%	0%

Sources: De Anza College fall census enrollment; Santa Clara County population projections

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8. De Anza's faculty is ethnically diverse, but not as diverse as the student population

Asian American and Latinx representation in the student population, by percentage, is higher than in the faculty. The percentage of African American students, however, is lower than the percentage of African American full-time faculty members. While less than one-fifth of the student population is white, more than half of all full- and part-time faculty members are white.

Fall 2018 Faculty and Students by Ethnicity

Ethnicity	Full-Time Faculty	Part-Time Faculty	Students
Asian	21%	22%	49%
African American	7%	3%	4%
Latinx	15%	7%	27%
Native American	1%	1%	0%
White	50%	58%	19%
Other	6%	9%	1%

Sources: De Anza College fall 2018 census report; CCCCO Data Mart

9. All employee categories are ethnically diverse, although classified employees and administrators tend to be the most diverse groups

Among classified professional employees, the largest groups identify as white, Asian American and Latinx, while administrators largely identify as white, African American and Latinx. Part-time and full-time faculty members largely identify as white and Asian American.

Fall 2018 Employees by Occupational Categories and Ethnicity

Legend: Administrator, Full-Time Faculty, Part-time Faculty, Classified
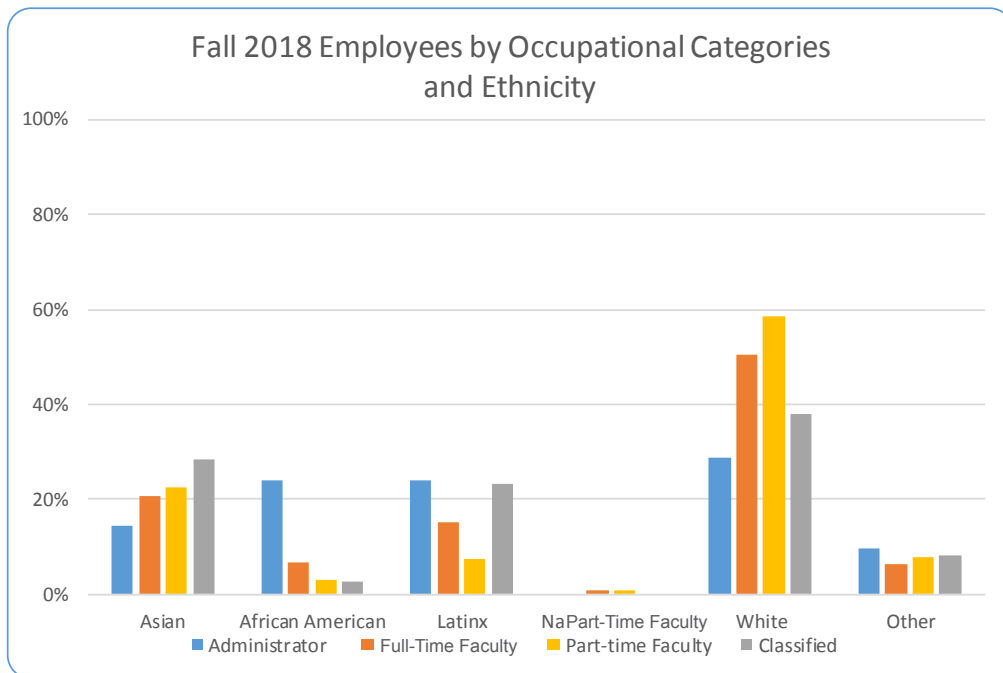
Sources: CCCCO Data Mart

10. Santa Clara County K-12 enrollment is projected to decrease over the next five year

Enrollment across the K-12 system in Santa Clara County is projected to decrease by 5% from 2017-18 to 2023-24, for a total reduction of 13,975 students from 271,400 to 257,425.
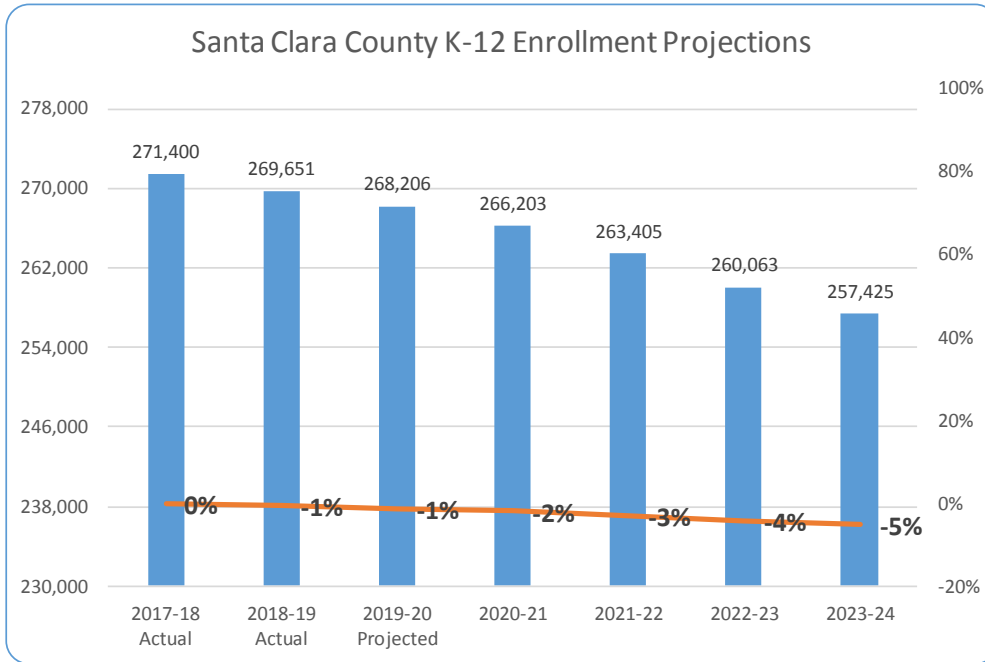
Santa Clara County K-12 Enrollment Projections

Sources: California Department of Finance; De Anza College Office of Institutional Research and Planning

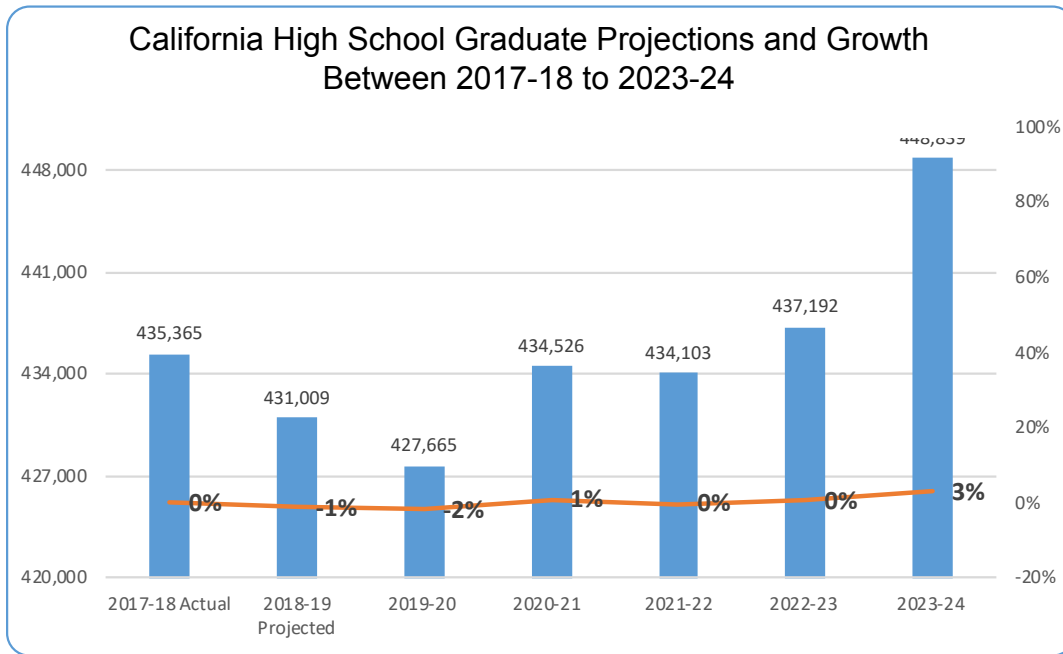## 11. The number of Santa Clara County high school graduates is projected to remain flat

The number of high school graduates is projected to grow by 1% over the next five years, for a net gain of 243 students from 2017-19 to 2023-24. The number is expected to peak in 2020-21, then decrease by 1% through 2023-24.
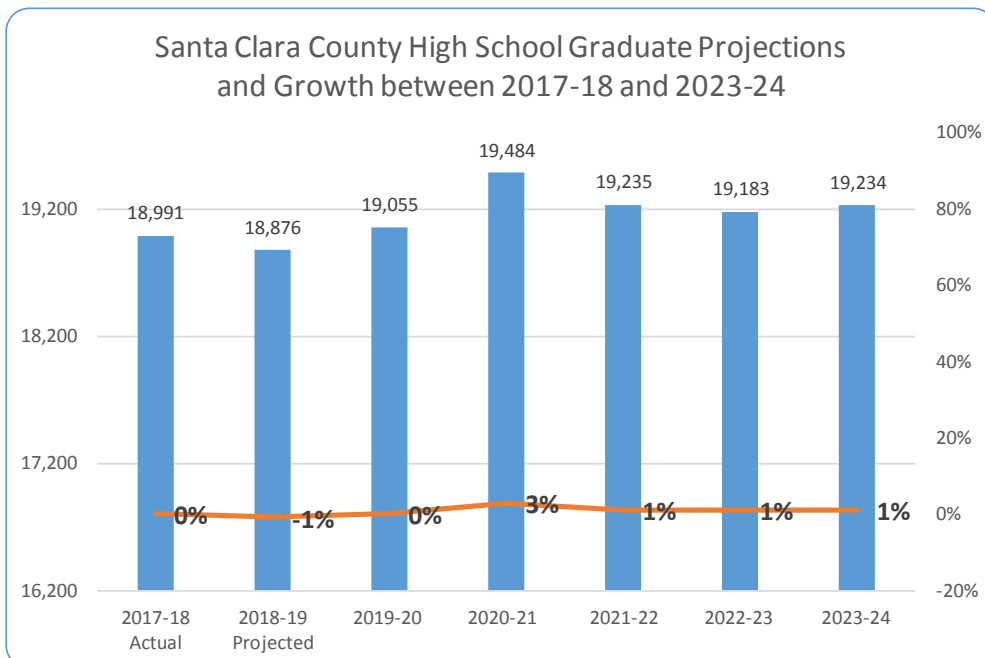
Santa Clara County High School Graduate Projections and Growth between 2017-18 and 2023-24

Sources: California Department of Finance; De Anza College Office of Institutional Research and Planning

12. The number of California high school graduates is projected to remain flat

The number of California high school graduates will increase 3% over the next five years, for a net gain of 13,474 students from 2017-18 to 2023-24, despite short-term declines in 2018-19 and 2019-20.

Source: https://knocking.wiche.edu/data, public and private high schools

13. The number of U.S. high school graduates is projected to remain flat

The number of U.S. high school graduates is expected to increase 1% over the next five years, from 2017-18 to 2023-24, despite a short-term decline in 2019-20.
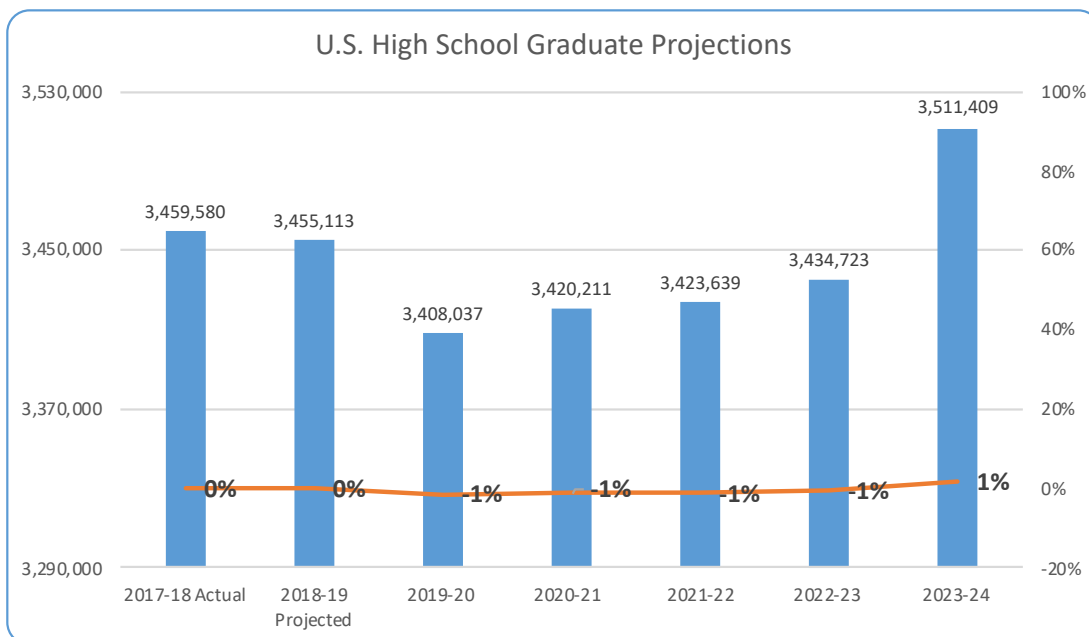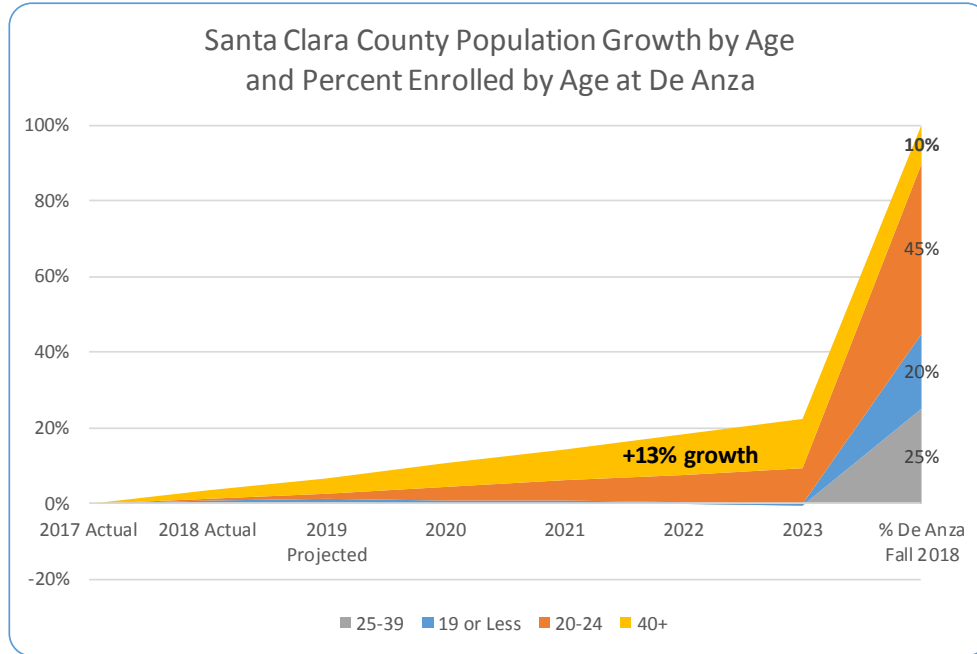

Source: https://knocking.wiche.edu/data, public and private high schools

14. Residents over 40 are growing at the highest rate, but are the smallest student group

Students who are 20-24 years old represent the largest portion of De Anza's enrollment, at 45%, and the number of Santa Clara County residents in this age group is expected to increase 9% by 2023.
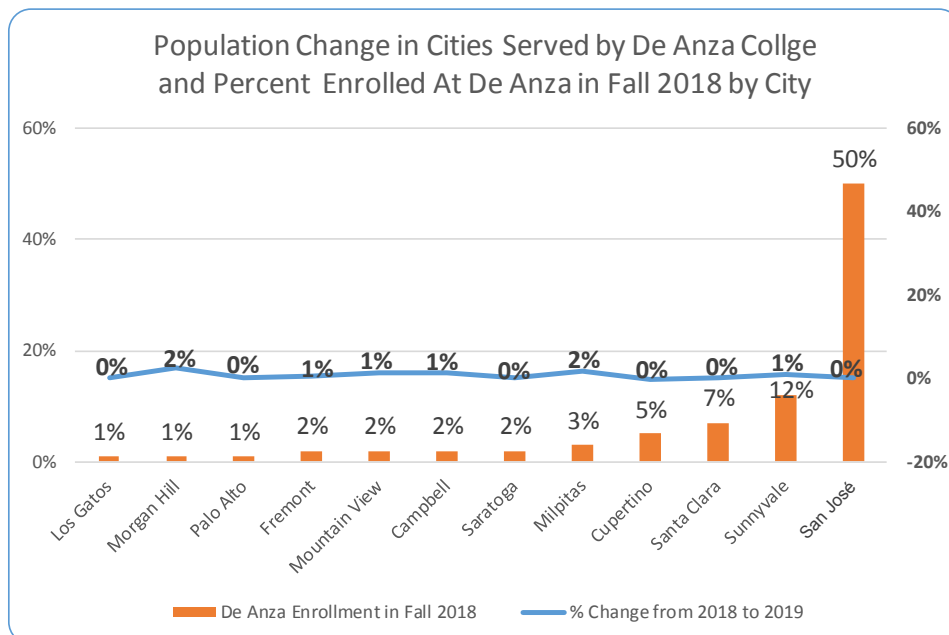
Students who are 40 or older represent 10% of De Anza's enrollment; the county population in this age group is expected to increase 13% by 2023. About 20% of enrolled students are 19 or younger. Among county residents, this age group is expected to remain flat over the next five years.

Santa Clara County Population Growth by Age and Percent Enrolled by Age at De Anza

- 10%
- 45%
- 20%
- 25%
- +13% growth

Legend: 25-39 | 19 or Less | 20-24 | 40+

Sources: California Department of Finance; De Anza College Office of Institutional Research and Planning

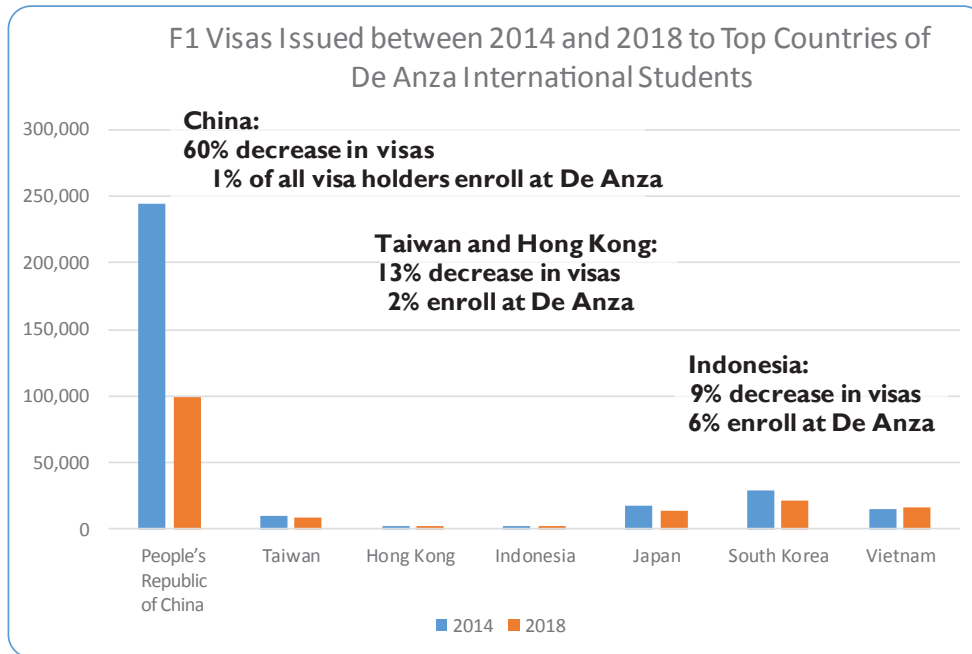## 15. Cities in the De Anza College service area have seen little to no growth in population

The city of San José, which is home to half of all De Anza students, saw no change in population from 2018 to 2019. The population of Sunnyvale, where about 12% of De Anza students reside, grew by 1%. There was no change in the population of Santa Clara, where 7% of De Anza students live, or in Cupertino, where 5% reside.

Population Change in Cities Served by De Anza Collge and Percent Enrolled At De Anza in Fall 2018 by City

City	De Anza Enrollment	% Change from 2018 to 2019
Los Gatos	1%	0%
Morgan Hill	1%	2%
Palo Alto	1%	0%
Fremont	2%	1%
Mountain View	2%	1%
Campbell	2%	1%
Saratoga	2%	0%
Milpitas	3%	2%
Cupertino	5%	0%
Santa Clara	7%	0%
Sunnyvale	12%	1%
San José	50%	0%

Legend: De Anza Enrollment in Fall 2018 | % Change from 2018 to 2019

Sources: California Department of Finance; De Anza College Office of Institutional Research and Planning

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16. The United States is issuing fewer F-1 educational visas overall, but De Anza continues to enroll a substantial number of F-1 visa students
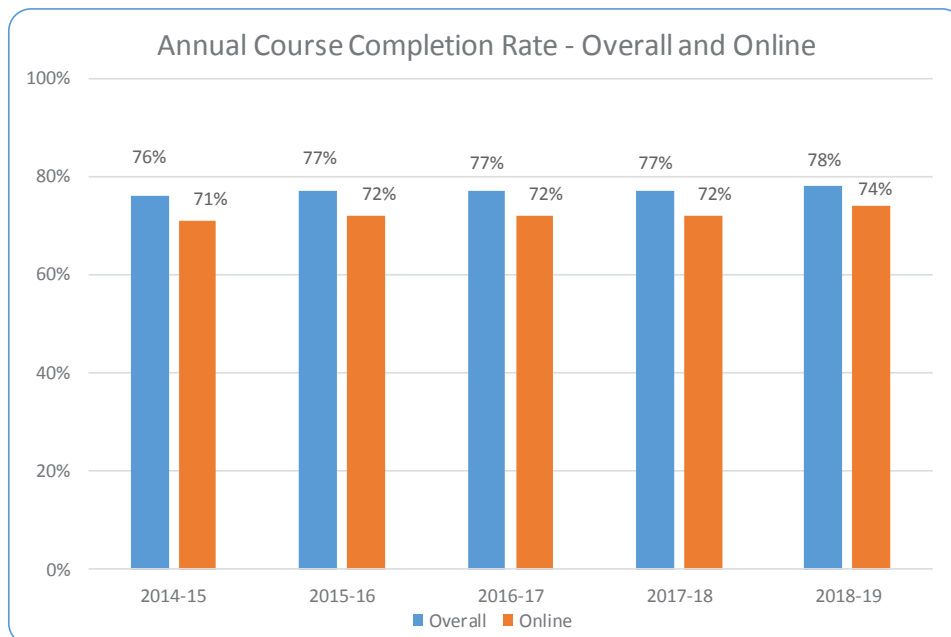
The number of F-1 visas issued to students coming to U.S. schools from China decreased 148% between 2014 and 2018. In fall 2018, 609 students from China enrolled at De Anza, representing 1% of all F-1 visas issued to Chinese students. While the number of F-1 visas issued to Indonesians decreased 9%, De Anza enrolled 6% of those students in 2018-19. F-1 visas issued to students from Taiwan and Hong Kong decreased 13%, but 2% of F-1 visa holders from those countries enrolled at De Anza in fall 2018.

F1 Visas Issued between 2014 and 2018 to Top Countries of De Anza International Students

China:
60% decrease in visas
1% of all visa holders enroll at De Anza

Taiwan and Hong Kong:
13% decrease in visas
2% enroll at De Anza

Indonesia:
9% decrease in visas
6% enroll at De Anza

Source: U.S. Sate Department

17. Online course completion rates have increased as online enrollment has grown

The institutional metric for annual course completion is 77%. The current five-year average is 77% and the current rate is 78%. The online completion rate rose 2 percentage points from 2017-18 to 2018-19, from 72% to 74%, while online enrollment rose 15% from 2017-18 to 2018-19.

Annual Course Completion Rate - Overall and Online

Year	Overall	Online
2014-15	76%	71%
2015-16	77%	72%
2016-17	77%	72%
2017-18	77%	72%
2018-19	78%	74%

Source: De Anza College Office of Institutional Research and Planning

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18. Completion rates by ethnicity are improving, but substantial gaps between groups remain

The institutional metric calls for a difference of no more than 5 percentage points between the completion rates for each of three student population groups (African American, Latinx and Filipinx/Pacific Islander students) and the rates for other student groups. The metric goal for all students is 72% and the current rate for all students is 71%. The gap for each of the three designated groups is currently 10 percentage points.
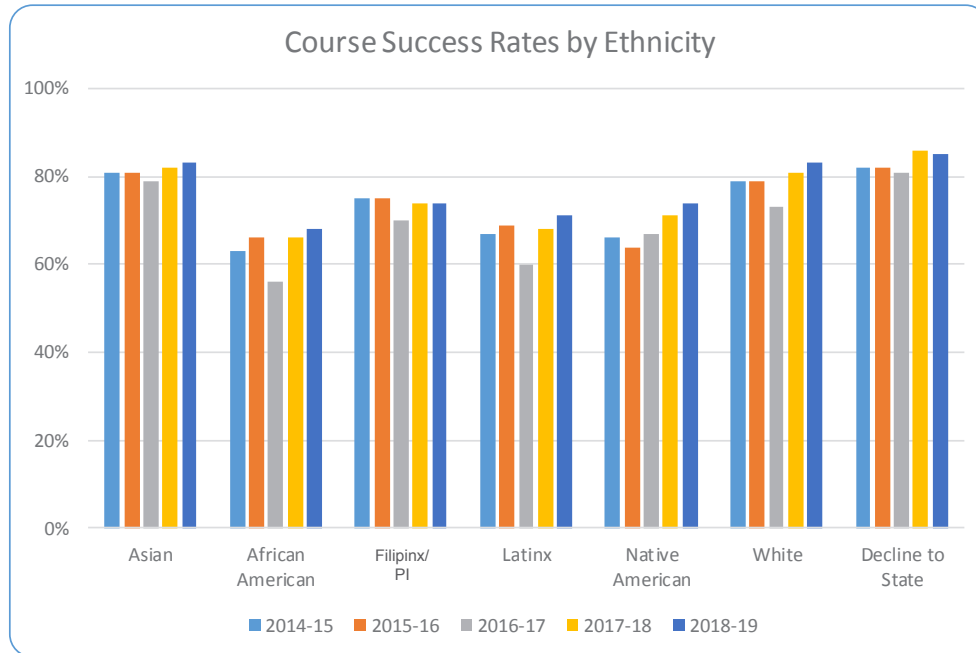
Sources: California Department of Finance; De Anza College Office of Institutional Research and Planning

## 19. Fall to winter retention rates remain stable

The institutional metric calls for the college to attain an overall retention rate of 75% from fall to winter by 2020. The current rate is 73.5% and the rate has been stable for the past four years. However, one-fourth of students continue to be lost to attrition each winter quarter.
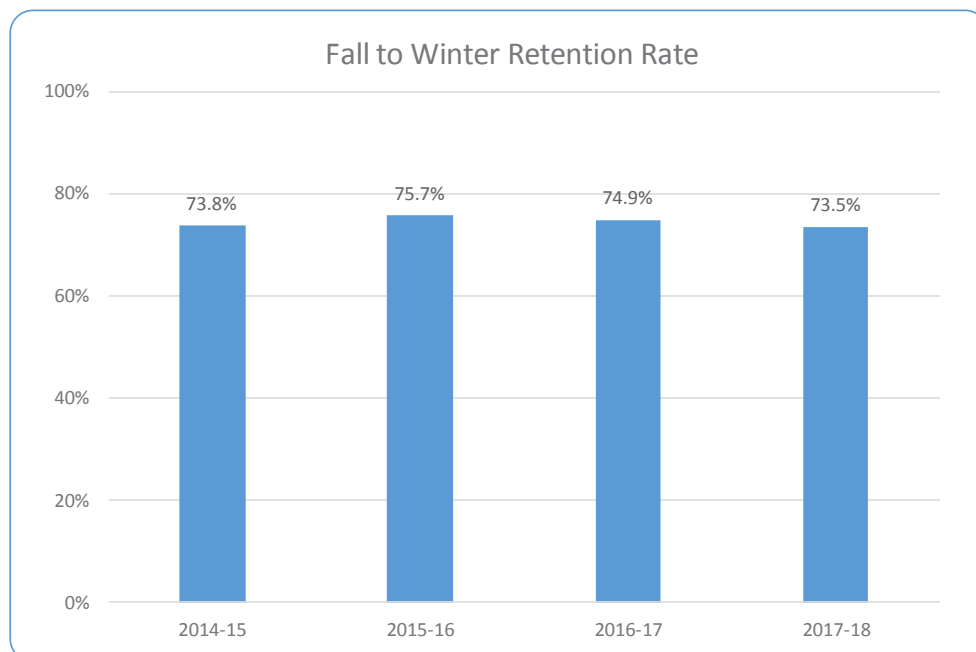
Source: California Community Colleges Chancellor's Office Student Success Metrics

20. Transfer-level English and Math completion within one year remains unchanged thus far

One-year completion rates for transfer-level English have remained largely at 34% while completion of transfer-level math remained at 24%. The completion of both transfer-level English and math remains around 17%. These metrics do not include data from 2018-19, when De Anza made significant gains in one-year completion rates, as the data was not yet available from the state.
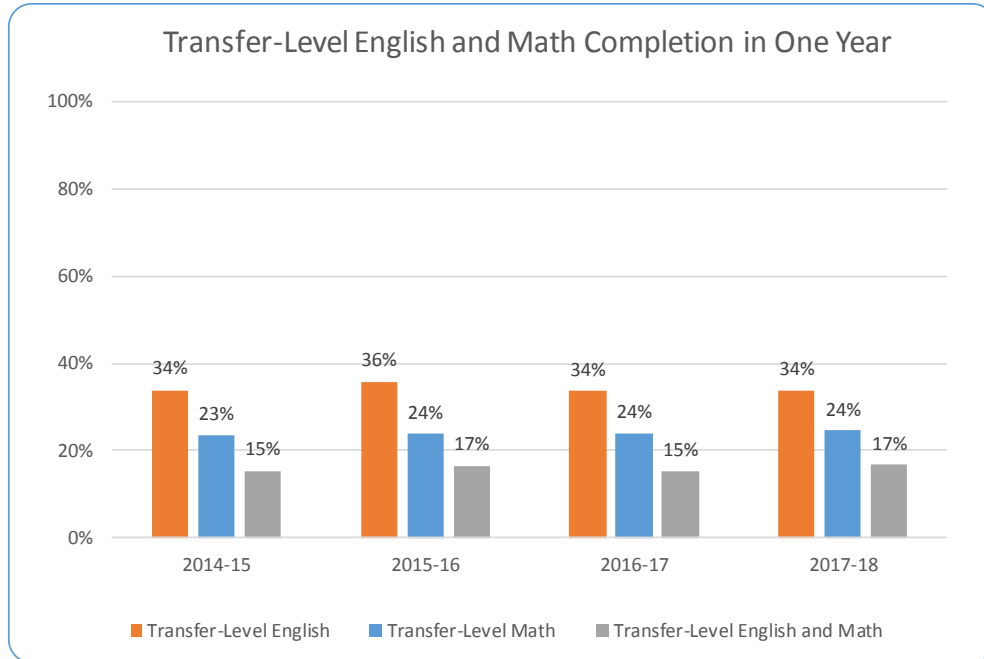
Source: California Community Colleges Chancellor's Office Student Success Metrics

21. A third of Career Technical Education students achieve the Santa Clara County living wage

The institutional metric calls for at least 39% of students to earn the Santa Clara County living wage for a single adult within one year after exiting a Career Technical Education program. The current rate is 38%, which has also been the average rate for the past three years.
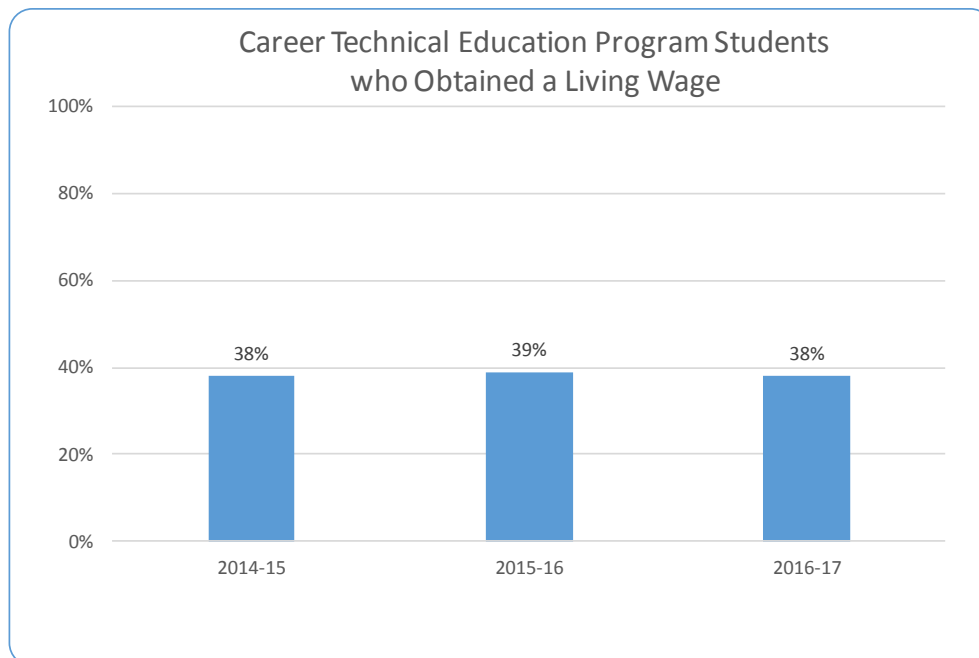
Sources: California Department of Finance; De Anza College Office of Institutional Research and Planning

22. Enrollment is declining, but awards and transfers to four-year institutions are rising

While student headcount decreased 13% from 2013-14 to 2017-18, transfers to the University of California increased 24%, and transfers to California State University campuses increased 16%. The number of degrees and certificates awarded increased 36%. Total transfers increased by 252 between 2013-14 and 2017-18, while the number of degrees and certificates awarded increased by 751 in the same period.
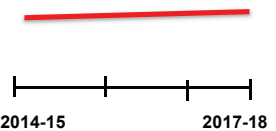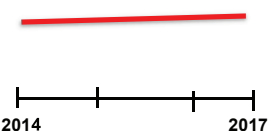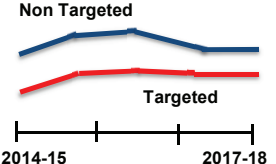

Annual Student Headcount and Transfers to Four-Year Institutions and Degrees and Certificates Awarded
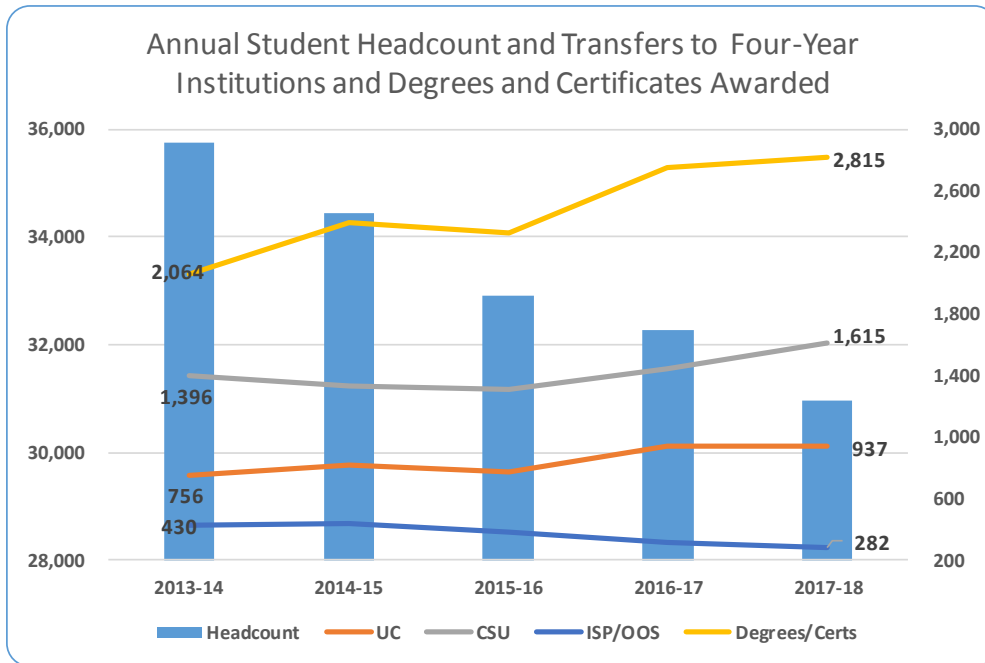
Source: California Community Colleges Chancellor's Office Student Success Metrics

Institutional Metrics - Attainment by 2021-22

EMP Area	Measure	Four-Year Average	Current Rate	Four-Year Trend	Master Plan Goal	Aspirational Goal	Standard
Access	Fall enrollment of students residing in geographical locations with historically low college-going rates* will increase to 47% (local metric)	46%	48%	2014 — 2017	47%	49%	42%
Access	52% of students who apply to the college will enroll (Equity Plan)	51%	52%	2014-15 — 2017-18	52%	54%	50%
Completion	The number of students who attained the Vision Goal Completion Definition will increase to 1,935 (VfS, Equity Plan)	1,843	2,002	2014-15 — 2017-18	1,935	1,972	1,825
Completion	The college will achieve a rate of 77% for annual successful course completion (ACCJC)	77%	77%	2014-15 — 2017-18	77%	78%	74%
Completion	The college will achieve a rate of 18% for transfer-level math and English completion in the first year (Equity Plan)	16%	17%	2014-15 — 2017-18	18%	20%	15%
Completion	The number of associate degrees (A.A., A.S. and ADT) awarded will increase to 2,063 (VfS)	1,965	2,174	2014-15 — 2017-18	2,063	2,102	1,945

EMP Area	Measure	Four-Year Average	Current Rate	Four-Year Trend	Master Plan Goal	Aspirational Goal	Standard
Completion	The number of associate degrees (A.A. or A.S.) awarded will increase to 1,544 (ACCJC)	1,471	1,445	2014-15 2017-18	1,544	1,574	1,456
Completion	The number of certificates awarded will increase to 637 (VfS, ACCJC)	607	641	2014-15 2017-18	637	649	601
Completion	The college will attain an overall retention rate of 75% from fall to winter (Equity Plan)	75%	74%	2014-15 2017-18	75%	77%	74%
Transfer	The number of students who transfer to a UC or CSU will increase to 2,377 (VfS)	2,264	2,409	2014-15 2017-18	2,377	2,422	2,241
Transfer	The number of students who transfer to any four-year institution will increase to 3,289 (Equity Plan, ACCJC)	3,144	3,026	2014-15 2017-18	3,289	3,352	3,103
Unit Accumulation	The average units earned per completed associate degree will decrease to 122 (VfS)	129	130	2014-15 2017-18	122	120	130
Workforce	39% of students who were enrolled in a career technical education program will obtain a living wage (VfS)	39%	39%	2014-15 2017-18	39%	41%	38%

EMP Area	Measure	Four-Year Average	Current Rate	Four-Year Trend	Master Plan Goal	Aspirational Goal	Standard
Civic Engagement	The percent of respondents who stated that after leaving De Anza College they plan to frequently/almost always work with others to promote social or political change will increase to 36% (local metric)	31%	30%	2014-15 — 2017-18	36%	38%	30%
Civic Engagement	The percent of respondents who stated that their experience at De Anza College somewhat/to a great extent contributed to their ability to work with others to make a difference on campus or in their community will increase to 56% (local metric)	51%	55%	2014 — 2017	56%	58%	50%
Equity	There will be no more than a 5 percentage point difference between the annual Course Completion Rate for targeted groups and all other groups (local metric)	68% - Average of Targeted vs 78% Non Targeted	71% - Targeted vs 81% Non Targeted	Non Targeted / Targeted / 2014-15 — 2017-18	72% - African American, Latino/a and Filipino	74% - African American, Latino/a and Filipino	67% - African American, Latino/a and Filipino

Master Plan Goal = The rate that will be used in the document, this is a rate that the college can achieve year after year. Based on the average growth of the metric.

Aspirational Goal = The rate the college will work towards to achieve, but is set at a high, aspirational level.

Standard = The rate set at its lowest level that the college would not want to drop below. If it did, it would want to take steps to increase the rate.

VfS = Chancellor's Office Vision for Success goal; Equity Plan goal requirement; ACCJC Annual Report metric

* Low college-going areas include: Alum Rock, Blossom Hill, East Palo Alto, San Jose East of 880, South San Jose, Tully, Yerba Buena

Data is reported for the most current time period available: https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics

INTEGRATED PLANNING, ASSESSMENT AND RESOURCE ALLOCATION CYCLE

In accordance with the college's seven-year planning cycle, the process of resource allocation continued within each planning and budget team and with approval by College Council. The teams post their annual reviews on their websites:

- Administrative Planning and Budget Team (APBT): deanza.edu/gov/apbt/about
- Instructional Planning and Budget Team (IPBT): deanza.edu/gov/ipbt
- Student Services Planning and Budget Team (SSPBT): deanza.edu/gov/sspbt

Faculty ranking and hiring also took place within the IPBT as in prior years (deanza.edu/gov/ipbt/facultyhiring). The college will continue its planning processes in 2019-20 with an Annual Program Review Update.

Each planning and budget team was also tasked with creating additional budget reduction plans for second and third tiers in 2018-19. These were forwarded to College Council for approval on Oct. 25, 2018 and Nov. 1, 2018 (deanza.edu/gov/college_council/notes/CCMins_OCT252018 and deanza.edu/gov/college_council/notes/CCMinutes_November12018).

The outcomes and assessment cycle continued with the completion of additional Student Learning Outcomes, Program Level Outcomes and Administrative Unit Outcomes, as well as the assessment of these outcomes. The 2019 Campus Convocation, which was titled "Critical Thinking Guides All On the Pathways," focused on critical thinking and served as an introduction to the concept of Guided Pathways. The convocation led to its own learning outcome and assessment (deanza.edu/slo/convocations/2019_Convocation).

To assist with the accreditation process, and to monitor progress on meeting goals in the Quality Focus Essay and Action Plans, the College Planning Committee (CPC) developed a summary of activities for the 2017-18 academic year (deanza.edu/ir/deanza-research-projects/scorecard/QFE_Fall2018Summary.pdf). The CPC reviewed the document and provided feedback. The committee will continue to update the document in preparation for the mid-term accreditation report in fall 2021.

The CPC was also charged with updating the 2015 state Student Equity Plan and addressing the new equity goals and Vision for Success goals. Since the state required colleges to address particular equity goals, the CPC felt it was appropriate to update our Institutional Metrics to align with the new equity goals and Vision for Success goals. The CPC worked through setting goals for each new metric, reviewed drafts of the equity plan and provided feedback and input. The Institutional Metrics and Student Equity Plan were approved by College Council at its April 25, 2019 meeting (deanza.edu/ir/planning/planning_files/InstitutionalMetrics_2019_4.29.19.pdf, deanza.edu/about-us/equity and deanza.edu/gov/college_council/notes/cc_notes_04_25_19).

Every year the Institutional Research and Planning office reviews the Institutional Metrics and discusses the progress with the CPC, before presenting the review to College Council. Since the metrics changed this year, monitoring will continue each year and progress on each metric will be shared with College Council each fall, as part of the Educational Master Plan Update.

LEARNING OUTCOMES: 2018-19

The Student Learning Outcomes (SLO) Core Team includes two coordinators – one who works with Instructional areas, and one who works with Student Services and Administrative Services. The core team also includes representatives from the Academic Senate, Curriculum Committee, Office of Institutional Research, Office of Professional Development and the faculty at large. Minutes for the team's weekly meetings are posted online at deanza.edu/slo/minutes.

In November 2018, the vice president of Instruction made the decision that a vacancy for a second coordinator position for Instruction would not be filled. Instead, the vice co-chair of the Curriculum Committee will spend 35% of their time on SLO work.

Instructional SLO Process

The SLO process is integrated throughout the campus. Examples include

- The SLO coordinator is available to help faculty members with SLO assessments. The coordinator holds scheduled office hours twice a week.

- Department chairs are encouraged to invite coordinators to department meetings.

- Faculty members are eligible for a Learning Outcomes Assessment Cycle award in the amount of $500 each year. The English and Reading Departments, which received awards for 2018-19, used the funds to begin assessing new formats for EWRT 1A in alignment with AB 705. English instructor Kristin Skager reported on their findings at the general session of the 2019 Convocation.

- The college continues to use the Nuventive (formerly TracDat) data collection system for outcomes assessment, with an eye toward encouraging faculty members to focus on assessment and enhancement, rather than entering data. Steps undertaken include

  ° Updating the program review document to include questions that focus on collecting information about Career Technical Education program needs and Equity and Engagement goals

Making the data submission process easier, through such measures as increasing the use of the "Assignments" feature in the Nuventive system (deanza.edu/slo/tracdat/Assigning_an_Assessment.pdf)

  ° Working directly with the makers of Nuventive to improve reports generated by the system

  ° Encouraging more use of the outcome data collection feature of Canvas (deanza.edu/slo/documents/Canvas%20Outcomes.pdf)

- During winter and spring 2019, the SLO coordinators assisted in documenting the benchmarks of a new software system that's intended to replace both the curriculum software and the software presently being used to collect student learning outcome data. SLO coordinators also participated in the vendor demonstrations and follow-up surveys.

- The college has promoted ongoing cycles of assessment through a variety of channels, including

  ° The Office of Professional Development

  ° Opening Day activities and workshops

  ° The annual Convocation

- Beginning more than five years ago, faculty members have been encouraged to plan assessment of outcomes to inform the course outline revision. Since every course must be revised through the curriculum process every five years, this meant SLO outcome statements needed to be assessed at least once every five years. (An SLO assessment signature form was adopted in spring 2018 to make this a mandatory part of curriculum approval. The form itself was later removed from the Curriculum Committee process,

because some faculty members viewed it as "work creep." However, it is still expected that each course level outcome will be assessed at least once every five years.) As part of the curriculum review, the Curriculum Committee members ensure that course-level outcomes are meaningful, assessable and aligned to the course content.

- The college webpage for SLOs includes a document that shows the student learning outcome of record for each course. Faculty members are reminded to use these statements on their class syllabi.

- The SLO webpage also includes links to documents that demonstrate progress in assessment of course-level and program-level outcomes, by division. These are updated throughout the academic year. All data collected is available for viewing, so instructors can learn from other faculty members about assessment methods and ideas for improving courses through pedagogy.

Student Services Learning Outcomes and Administrative Unit Outcomes

The coordinator for Student Services Learning Outcomes (SSLOs) and Administrative Unit Outcomes (AUOs) meets individually with each of the SSLO areas to ensure they are continuing with their assessment processes. The coordinator also conducts workshops to review the SSLO process, including SSLO statements, the SSLO cycle, different assessment methods, reflections and enhancements as described on Nuventive (deanza.edu/slo/sao/SSLO_Handbook_92011.pdf).

The SSLO/AUO coordinator reports that the program areas are building a sense of community around this work. A 2019 Convocation workshop on SSLOs and AUOs was well-attended.

Program Review

The SLO Core team works closely with the planning and budget teams for Instruction, Student Services and Administrative Services to encourage and ensure that assessing outcomes is part of the program review process. A member of the SLO Core Team sits on each of the three planning and budget teams. Each team enters program review responses for its area in the Nuventive system.

Convocations

The 2019 Convocation focused on the Institutional Core Competency of critical thinking, with a theme of "Critical Thinking Guides All on the Pathways." The general session focused on kicking off the implementation of Guided Pathways at De Anza College. Attendance was above expectations: More than 120 faculty members, classified professionals, administrators – and even one district trustee – discussed the concepts of the "Four Pillars" of Guided Pathways, meta majors and embedding support for students. Student outcomes will be used to assess the effectiveness of Guided Pathways.

Website Updates

The SLO website shows completion of assessments for each department. The SLO Core Team will work with those programs that have completed less than 50% of their assessments.

Workshops: The SLO and PLO Process

Ten departments had completed less than 50% of their assessments as of Oct. 9, 2018. The SLO Core Team reached out to the department chair and faculty. As one example, the Psychology Department had completed only 30% of its SLO assessments at the course level; the department has since raised that figure to 74%.

Team members also held several one-on-one sessions with representatives from various departments and programs.

- October 2018: meeting with Russell Hong and Donna Stasio (Communication Studies) to advise on re-writing program level outcomes to match their degree offering

- November 2018: meetings with Vernon Gallegos (Dance) and Scott Osborne (Business) to assist with assessments

- December 2018: office hours meetings with Vernon Gallegos (Dance), Ruben Abrica-Carrasco (International Studies), Warren Lucas (Theater and Dance), Nellie Vargas (Child Development and Education), Clare Nguyen (Computer Information Systems) and Husne Jahan (English).

- March 2019: meetings in person and via phone and email with Elisabeth Mjelde (Art History), Vernon Gallegos (Dance) and several others regarding Program Review and Curriculum revisions.

- April 2019: office hours meetings with Warren Lucas (Theater and Dance), Brenda Gonzales (Puente) and Craig Norman (ESL); additional meetings with Dean Carolyn Wilkins-Greene and Paralegal Studies instructors to review previous department assessment work and how to conduct assessments

- May 2019: meeting with Daniel Blanchette (Paralegal Studies) on how to conduct an SLO assessment

- June 2019: meeting with Sherwin Mendoza (Intercultural Studies) on assessing outcomes for ICS 24

Program Review for Department Chairs

A series of meetings were held in January, including

- Jan. 16:
  - Marek Cizchanski, Astronomy & Geology
  - Marc Coronado, Women's Studies
  - Ilan Glasman, Music
  - Elizabeth Mjelde, Art
  - Roseannne Quinn, English
  - Kulwant Singh, Athletics
  - Ameeta Tiwana, Anthropology
- Jan. 17:
  - Diana Alves de Lima and Melissa Aguilar, Student Success Center
  - Emily Garbe, Business
  - Russell Hong, Communication Studies
  - Terrence Mullens, Meteorology
- Jan. 18:
  - Marco Manques, Arts
  - Ravjeet Singh, Economics

Program Review for Student Services and Administrative Services

The Student Services Planning and Budget Team (SSPBT) is updating its program review and will be asked to align its deadlines with those of the Instructional Planning and Budget Team. SLO coordinator Mary Pape is updating TracDat and coordinator Veronica Acevedo Avila will present to the SSPBT on Jan. 17.

Veronica Acevedo Avila will meet with the Administrative Planning and Budget Team (APBT) on Feb. 21 to discuss program reviews.

SLO coordinators gave an SLO workshop for new faculty, staff and administrators during the First Year Experience program on March 22, 20189.

Veronica Acevedo Avila also met twice in November with Monica Ganesh and Felicia Vilaubi, counselors in the Language Arts Division, to discuss developing measurable SLOs for their respective areas.

Presentations to Academic Senate

- Jan. 15: SLO Core Team representatives discussed Convocation plans, a new curriculum form and a funding request for 2019 Convocation (refreshments)

- Jan. 28: SLO instructional coordinator Mary Pape discussed embedding the SLO Assessment form in the Curriculum review process, as part of the steps outlined in the college's March 6, 2018 follow-up report to the Accrediting Commission for Community and Junior Colleges (ACCJC). (Faculty Association president Tim Shively, citing the "professional contributions" section of the Faculty Association agreement, stated that the SLO process is not a primary obligation of the faculty and cannot be made a mandatory part of the curriculum development process.)

- Feb. 4: The Academic Senate Executive Committee voted to remove the SLO assessment form from the curriculum process.

Newsletters

Newsletters have been replaced by emails sent to each department chair, which allows for more personal communication. Additional messages are sent to division assistants to distribute to the dean, faculty members and classified professional staff.

Nuventive Improve (formerly TracDat)

De Anza is now using Version 5.5, which provides the ability to tag courses and individual student learning outcome statements. Courses can be given tags such as "Active," "Not Currently Being Taught," "General Education" or "Special Projects."

To underscore the cyclical nature of the assessment process, the system now reminds faculty members about course and program level outcomes that need to be assessed at least once before June 30, 2020.

For programs that do not offer a certificate or degree, program outcomes that have not yet been assessed have been marked "Archived."

SLO, SSLO and AUO coordinators provided input on the college's decision to adopt the eLumin software to eventually replace Nuventive and the software used for curriculum development. Implementation of this software for SLO process data collection can be found at: pasadena.edu/integrated-planning/slo-assessment/resources-for-faculty/elumen.php and at hancockcollege.edu/institutional_effectiveness/learning_outcomes/eLumen.php.

A video about eLumen and PLO assessments can be viewed at youtube.com/watch?v=qgMFxOMADzU

Summer 2019 Updates

The SLO Core Team completed these tasks over the summer

- Sending emails to all department chairs with status reports on assessments for their areas, along with an offer to meet with the chairs or faculty members.

- Updating reports SLO webpage

- Reorganizing the SLO website to provide better navigation to important topics and documents related to the SLOAC process.

ANNUAL GOVERNANCE REFLECTION

Since spring 2016, each shared governance group has been asked to conduct an annual reflection on its processes, through three targeted questions. The results of the reflections are published annually in the Educational Master Plan Update and help inform the college's planning processes. These questions replaced a previous Annual Governance Assessment Survey.

Question 1. Reflecting on the work of your governance group over the past year, how did this work help fulfill our mission, values, strategic initiatives, Institutional Core Competencies, and commitment to equity?

Academic Senate

The Academic Senate president worked closely with the Guided Pathways core team and the Student Learning Outcomes committee to organize a successful Guided Pathways activity at the college Convocation event. The Senate also convened discussions about student access and success, especially as related to AB 705 and the proposed Student Centered Funding Formula, in Senate meetings and meetings with department chairs. Engagement with students improved, with at least one DASB representative attending most meetings. Three to four DASB representatives attended meetings regularly in spring quarter, including immediate past president Lawrence Su and student trustee Genevieve Kolar. The Senate reaffirmed an updated commitment to student participation in shared governance, through a committee led by student and VIDA intern Rex Zhang.

Administrative Services Planning and Budget Team (APBT)

The group continued spending the bulk of its time on budget reductions, with a focus on trying to preserve services that have the greatest impact on students, and on identifying alternative funding sources when available to reduce the impact on positions. Changes were made to the group's structure, to add an additional faculty member and merge with the Campus Budget and Planning Committee. The group also reviewed and gave feedback on the Student Equity Plan.

Classified Senate

The Senate met twice a month to share and discuss campus decisions, policies and events relevant to classified professionals. The Senate also appointed representatives to other shared governance groups, in keeping with a commitment in the Senate mission statement to actively participate in shared governance and to communicate with the rest of the college community. The Senate actively participated in discussions and events that were focused on equity issues, while contributing a portion of revenue from voluntary dues to a dedicated Student Equity Fund, earmarked for classroom projects. The Senate also reinstated the Professional Development Committee to provide additional opportunities for engaging in Learning Communities and events.

College Council

College Council approved the budget recommendations from the planning and budget teams, which were developed under the purview of the college mission and values. College Council supported the actions of the budget committees. The council also reviewed and approved the Student Equity Plan and had discussions around the metrics and their implications for student success.

College Planning Committee (CPC)

In 2018-19 the College Planning Committee was charged with updating and revising the college's Student Equity Plan and the Vision for Success goals. As part of the process, the CPC led the college in the revision of Institutional Metrics to align with state-mandated equity and vision goals. The CPC ensured that the changes were aligned with De Anza's overall mission and strategic initiatives.

De Anza Student Body (DASB)

The DASB made some changes to programs it funds, while continuing to fund equity programs. DASB endorsed resolutions to help students and improve student representation in shared governance. The executive committee evaluated its own committees and made committee changes to ensure relevance and efficacy in serving students.

Equity Action Council (EAC)

The work of the EAC is best reflected in the development of the Reaffirmation of Values document, which provided an equity lens for meeting budgetary challenges. The document was presented to each shared governance group. The EAC incorporated and adopted the Student Voices shared governance document and provided feedback regarding the Program Review document, to expand the equity questions that are included in the annual form to be completed in each department's review. The EAC worked collaboratively with the Institutional Research and Planning office to provide feedback on the updated Institutional Metrics, Student Equity goals and the campus climate survey that will be administered in fall 2019.

Instructional Planning and Budget Team (IPBT)

The IPBT worked to ensure that budget reductions were aligned to the college's mission and values. Members of the IPBT gave input for the Student Equity Report. Their decision against cutting the football program illustrates the IPBT members' commitment to equity. The IPBT employs the Program Review tool with the revised equity section to better inform its decision-making. The IPBT has aligned resource allocation with the college mission, values and strategic initiatives, while focusing on equitable distribution. Members of the IPBT formed a task force group to allocate equity funds.

Student Learning Outcomes (SLO) Committee

The SLO Core Team's annual Campus Convocation, which focuses on the Institutional Core Competencies, along with corresponding reflections and enhancements, contribute to the college's equity goals. Student Learning Outcomes, Program Learning Outcomes, Student Services Learning Outcomes and Administrative Unit Outcomes assessments help ensure that the school continually improves learning environment and support services for the students in keeping with our mission.

Student Services Planning and Budget Team (SSPBT)

Goals for the SSPBT this year included new initiatives related to AB 705, AB 19, enrollment, retention and the new student-centered funding formula. The faculty and Assessment Center have done extensive work to prepare for implementing AB 705 by fall. The Financial Aid and Outreach offices have led efforts to implement AB 19, and have been using the grant we received to expand the Food Pantry on campus. All of these items have been brought to the SSPBT for discussion and to share with our constituents. The SSPBT also worked on the budget reduction proposals for Student Services and made recommendations to College Council.

Technology Committee

Equity was the centerpiece of the college Technology Plan and the committee continued work with improving accessibility and supporting information literacy.

Question 2. Reflecting on your governance group's processes and practices over the past year, please identify what has been working and what changes you plan to implement over the next academic year to ensure continuous improvement.

Academic Senate

Effective practices have included robust attendance and participation by faculty voting members from all divisions at weekly Academic Senate meetings, and faculty participation on major shared governance and advisory committees for the college and district. The Senate also participates at statewide Academic Senate plenary meetings; the Academic Senate president served on statewide committees convened by the California Community Colleges Chancellor's Office and the statewide Academic Senate. The Senate has also held substantive discussions about district academic policy changes, statewide Academic Senate plenary resolutions, and other academic and professional matters. The Senate holds regular monthly liaison meetings with leaders of the Foothill Academic Senate and the Faculty Association. Changes planned for 2019-20 include asking experienced faculty senators to mentor new faculty senators and help them get up to speed on issues and terminology. The Senate also plans to continue including public comment as a regular agenda item, so faculty members and others can bring issues of concern to the Senate Executive Committee.

Administrative Planning and Budget Team (APBT)

The APBT determined that its Annual Program Review was too extensive and not applicable, so the group will spend time refining the form this fall, to better fill the needs of the departments. The name of the division was changed to better reflect the ways in which it serves the college. The group will review the timing of its meetings, which often conflict with the district All Administrators meetings, and develop a consistent meeting schedule for next year. The APBT would like to increase student representation on the team, which may be facilitated by having the schedule determined in advance.

Classified Senate

The Classified Senate continues to meet on a regular basis, allowing all classified professionals to participate in activities and discussions. The Senate continues to refine its communications plan, to more effectively disseminate pertinent news to constituency groups. The recent reinstatement of the Professional Development committee will promote personal and professional growth for classified professionals. An additional goal is to engage more members in the shared governance process, especially those who may not have yet been involved in a shared governance group.

College Council

College Council has changed its meeting schedule from bi-monthly to "as needed," although the schedule will continue to be reviewed. The group will "preschedule" at least one meeting per quarter, while anticipating times of the year when more than one meeting may be needed. The group has also considered scheduling a monthly meeting that can be canceled if it isn't needed. Meeting agendas will continue to include standing items for planning and budget teams to report out their items. College Council has provided a mentor to its DASB representatives to help them transition onto the committee.

College Planning Committee (CPC)

Having representation from other shared governance groups has allowed the CPC to accomplish many different tasks, as needed. In recent years, the CPC has served as the accreditation steering committee, the Educational Master Plan committee, and the committee that developed the Student Equity Plan and Vision for Success goals. One downside identified this year is the fact that vice presidents are not standing members of the CPC; nor are representatives from the Equity Action Council and Career Technical Education. Permanent members from these groups will be added in the coming year.

De Anza Student Body (DASB)

DASB goals include: working more often with various programs on campus; supporting and developing the DASB Flea Market; remaining transparent and drafting a statement of general goals for DASB senators; implementing a Senate newsletter; creating a mentorship program; holding events and promoting groups that embody equity and celebrate students' diverse identities; sending all attachments with the Senate agenda and creating a digital timesheet for office hours.

Equity Action Council (EAC)

Recent EAC accomplishments include: developing and implementing a tri-chair leadership model; creating an EAC binder for newly appointed members, containing important Equity planning documents, the committee charge and historical documents; exploring the possibility of adding a student in a leadership role; incorporating into each agenda time for appreciations, collaborations and reflective grounding; creating a subcommittee for the Equity Champion Award; developing the award criteria and process for nomination and selection across the campus; and working collaboratively with the Office of Communications to promote the award, creating awareness for the work. This year we will create a subcommittee to work with the Campus Climate Survey to help spread the word across campus and increase participation in the survey.

Instructional Planning and Budget Team (IPBT)

The IPBT will align timelines for resource calculations with fund requirements. The team will strive to continue increasing the transparency of processes that are in place for both budget reductions and resource allocations aimed at continual program improvements. The IPBT will revise the Program Review process to accommodate program initiation, viability and sustainability. The IPBT will continue to review and revise the viability process to include program initiation. The team will establish handbook for new members.

Student Learning Outcomes (SLO) Committee

The SLO Committee will continue to work with the IPBT to ensure that assessment work drives resource allocation. The committee has expanded this work to include the SSPBT. The committee also has increased communication with division deans. The committee provides individual departments with recognition of assessment work that has been completed, while encouraging increased assessment work as appropriate. The committee will continue programs such as the $500 LOAC Award and will continue to work across the academic spectrum to ensure that students, faculty, staff and administrators are involved in creating uniform goals and directives.

Student Services Planning and Budget Team (SSPBT)

The SSPBT's yearly goals are discussed and posted online so they can guide the team's work throughout the year. Program Reviews are done on an annual basis, with a comprehensive review every five years. The team has asked other planning and budget teams to hold joint meetings, once or twice a year, to align the teams' work and discuss topics that affect multiple areas.

Technology Committee

The committee's diverse representation across the faculty, the classified professional staff and other groups has worked well for continued development and improvement of the college Technology Plan.

Question 3. Reflecting on your groups' ability to disseminate information to its stakeholders, what are some strengths and weaknesses in regards to ensuring that all stakeholders are informed of the committee's activities, processes, policies and decisions? How can you improve your process for information dissemination next year?

Academic Senate

Strengths include posting all meeting minutes on the Academic Senate website, and the practice of senators and representatives reporting out information and updates to their respective divisions. The Senate president sends a suggested list of updates for senators to disseminate. The President also sends email updates to the all-faculty listserv. However, it's unclear if all faculty members are reading these emails. One strategy for improvement may be to survey instructors on their level of understanding and interest in Academic Senate activities, processes, policies, and decisions. A survey could also gather feedback and suggestions for improved information dissemination.

Administrative Services Planning and Budget Team (APBT)

Meeting agendas and minutes are posted online, and members report to the constituencies they represent. Each planning and budget team provides regular reports to College Council as a means to increase information dissemination. During the first meeting of each quarter, the co-chairs review the mission and goals of the team.

College Council

College Council determined that scheduling monthly meetings (and canceling them if they're not needed) makes it easier for stakeholder groups to plan and anticipate when information needs to be shared with College Council. Stakeholders will continue to report back to their constituency groups about the discussion and decisions of College Council. College Council agendas and meeting minutes are available on the college website. The Office of Communications is working on website updates to further increase accessibility of that information. College Council may also look into using the BoardDocs service for posting minutes of meetings or other documents. The DASB has proposed creating a best practices guide that would emphasize a commitment to stronger student representation on College Council.

Classified Senate

The Classified Senate is continuing discussions to define the most effective ways of disseminating information. Strengths include increased participation in other shared governance groups and district board meetings, which provide the Senate with broad knowledge of relevant district and campus decisions. While refining the Senate communications plan, members have discussed deficiencies in the current practice of members emailing their sections. The Senate will experiment with sharing information in a newsletter format, along with more consistent updates to the Senate website.

College Planning Committee (CPC)

Adding the college vice presidents and a representative from the Equity Action Council as permanent CPC members will increase the dissemination of information and ensure that the college's senior staff has timely knowledge of the issues that CPC is addressing.

De Anza Student Body (DASB)

The DASB Senate will become more active in shared governance, will invite different groups to DASB meetings and will be more active on social media.

Equity Action Council (EAC)

The EAC will work on posting meeting minutes on its webpage. Meeting agendas were posted this year. The committee will address the question of whose voices are not represented and be more intentional about recruiting members who have not been represented before. The EAC will continue to work collaboratively with programs and departments in need of equity support, and to re-evaluate priorities and policies based on new Student Equity goals, Guided Pathways, AB 705 and the new state funding formula.

Instructional Planning and Budget Team (IPBT)

The "Best Practices for Student Voices in Shared Governance," established by DASB and adopted by IPBT, has sparked more meaningful dialogue with student representatives. When IPBT members make reports to other shared governance groups, they will bring that group's suggestions, questions and comments back to the IPBT. The team is focused on continuous improvement in the process of data collection and analysis to improve decision making, with emphasis on transparency.

Student Learning Outcomes (SLO) Committee

The Academic Senate's decision to pull the SLO assessment form from the curriculum process broke a direct connection that the SLO Committee would have had with each curriculum initiator. The committee still supports faculty members in their assessment of outcomes through weekly SLO office hours, notifications and workshops. Members of the SLO Core team (coordinators plus the Academic Senate President, Institutional Research Director, Curriculum Coordinator and Director of Professional Development) continue to participate actively in the IPBT, SSPBT, Starfish Early Alert, Curriculum Committee, College Council and Viability Committee. The SLO Committee will continue to be involved with Guided Pathways and hopes to contribute on a deeper level when the faculty coordinator for Guided Pathways begins work.

Student Services Planning and Budget Team (SSPBT)

Many SSPBT members belong to other groups on campus – such as the Classified Senate, Academic Senate, ACE, FA and DASB – and regularly report back to their respective groups. They also bring questions and information from their constituencies for discussion at SSPBT meetings. SSPBT members also represent multiple areas in Student Services – such as Admissions and Records, Counseling, DSPS, EOPS, Financial Aid and the Office of College Life – which allows them to bring different perspectives to the topics at hand. SSPBT meeting agendas and minutes are posted on the website, along with the presentations throughout the year. Meetings are held twice a month but sometimes need to be cancelled due to conflicts that arise.

Technology Committee

Committee members communicate information with stakeholders and other committees as relevant. Moving forward, this process can be improved by providing information and updates to other committees during the standing updates portion of their meeting agendas.